

Tennessee English Language Arts Standards

Kindergarten

Standard 1- Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard American English and its conventions?

Grade Level Expectations

GLE 0001.1.1 Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.

GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.

GLE 0001.1.3 Develop and maintain phonemic awareness.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.1.1** Recognize end punctuation marks for statements (period), questions (question mark), and emotions (exclamation mark).
- ✓ **0001.1.2** Recognize capitalization at the beginning of sentences.
- ✓ **0001.1.3** Capitalize proper nouns (names and places).
- ✓ **0001.1.4** Spell and own first and last name.
- ✓ **0001.1.5** Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
- ✓ **0001.1.6** Read high frequency words (e.g., the, and, can, color words, number words).
- ✓ **0001.1.7** Recognize nonlinguistic representations of words (e.g., picture dictionary, room labels, common symbols such as stop signs).
- ✓ **0001.1.8** Use context clues to identify vocabulary in text.
- ✓ **0001.1.9** Arrange words in alphabetical order.

- ✓ **0001.1.10** Build vocabulary by reading, listening to, and discussing a variety of literature.

Phonemic Awareness

- ✓ **0001.1.11** Maintain phonemic awareness.
- Understand that a phoneme is one distinct sound.
 - Use sound stretching of one syllable words to identify each phoneme.
 - Use sound blending of each separately spoken phoneme to make meaningful words.
 - Segment one-syllable words into individual sounds and blend the sounds into whole words.
 - Recognize and produce rhyming words.
 - Recognize words that have the same beginning and ending sounds.
 - Understand words are made up of one or more syllables (e.g., students clap syllables in words.)
- ✓ **0001.1.12** Apply phonics generalizations in order to decode words.
- Recognize and name all upper and lowercase letters of the alphabet.
 - Understand that the sequence of letters in a written word represents the sequence of sounds in a word.
 - Use letter-sound matches to decode simple words.
 - Understand that as letters of a word change, so do the sounds (alphabetic principle).
 - Make new words using common word families (e.g., b-at, p-at, c-at).
 - Use the first letter of a word paired with a picture as a decoding strategy.

Standard 2- Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.

GLE 0001.2.2 Develop critical speaking skills essential for effective communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0001.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0001.2.2** Listen attentively to speaker for specific information.
- ✓ **0001.2.3** Understand and follow simple two-step oral directions.
- ✓ **0001.2.4** Summarize what has been heard using the logical sequence of events.

Speaking

- ✓ **0001.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0001.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0001.2.7** Give simple two-step oral directions.
- ✓ **0001.2.8** Participate in group discussion.
 - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).
 - Ask and respond to questions from teacher and other group members.
- ✓ **0001.2.9** Retell a story, describing the plot, characters, and setting.

✓ **0001.2.10** Recite poems, stories, and songs.

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Standard 3- Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0001.3.1 Use basic knowledge of simple capitalization and punctuation rules.

GLE 0001.3.2 Employ a variety of strategies to generate story ideas.

GLE 0001.3.4 Compose simple stories with teacher assistance.

GLE 0001.3.5 Evaluate own and group writing using a simple classroom rubric.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.3.1** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- ✓ **0001.3.2** Use temporary/creative spelling to spell independently as needed.
- ✓ **0001.3.3** Add descriptive words and details to writing.
- ✓ **0001.3.4** Create legible documents for reading by forming legible upper and lower case letters, writing from left to right and top to bottom, and tracing and reproducing letters and words correctly.
- ✓ **0001.3.5** Evaluate own and others' writing through small group discussion and shared work.
- ✓ **0001.3.6** Incorporate suggestions from teachers and peers.

Standard 4- Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Course Level Expectations

GLE 0001.4.1 Identify a simple research topic.

GLE 0001.4.2 Determine the resources necessary to answer the research question and develop interview questions.

GLE 0001.4.3 Present the answers to the research question orally to the class.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.5.1** Narrow a topic so that the research process is manageable.
- ✓ **0001.5.2** Use the family and community as resources of information.
- ✓ **0001.5.3** Prepare and deliver an oral research report that demonstrates a gathering of information.

Standard 5- Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and concluding appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0001.5.1 Develop an understanding of sequential events.

GLE 0001.5.2 Recognize the relationship of actions and consequences.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.5.1** Arrange three items or events in sequential order.
- ✓ **0001.5.2** Identify the likely consequence of a particular action.

Standard 6- Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0001.6.1 Comprehend the main idea of informational texts.

GLE 0001.6.2 Recognize that illustrations support information in the texts.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.6.2** Respond appropriately to teacher's questions regarding the main idea of an informational text.
- ✓ **0001.6.1** Explore various forms of informational texts (e.g., charts, magazines, books).
- ✓ **0001.6.2** Use illustrations to help comprehend informational texts.

Standard 7- Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0001.7.1 Explore a variety of media.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.7.1** Experience and respond to a variety of media (e.g., books, audio tapes, film).
- ✓ **0001.7.2** Visit libraries/media centers and regularly check out materials.

Standard 8- Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0001.8.1 Explore and experience various literary genres.

GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.

GLE 0001.8.3 Develop reading fluency and accuracy.

GLE 0001.8.4 Identify basic literary elements.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.8.1** Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.
- ✓ **0001.8.2** Distinguish between fiction and nonfiction.
- ✓ **0001.8.3** Make predictions about text.
- ✓ **0001.8.4** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0001.8.5** Derive meaning while reading by employing the following strategies:
 - Asking questions to clarify meaning.
 - Participating in discussions.
 - Predicting what will happen next.
 - Creating mental images.
 - Using illustrations to gain meaning.
 - Relating knowledge from personal experience.
- ✓ **0001.8.6** Identify the characters, setting, and events of a story.
- ✓ **0001.8.7** Read simple text containing familiar letter-sound correspondence and high frequency words.

- ✓ **0001.8.8** Recognize that intonation and volume of voice assist with meaning.

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